DOCUMENT RESUME

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ABSTRACT

GRADES OR AGES: Grade 11. SUBJECT MATTER: Social studies; the agricultural revolution. ORGANIZATION AND PHYSICAL APPEARANCE: The material for the unit is presented in four columns: content, teacher contribution and direction, student learning activities, and resources. Other material includes an overview of the unit, with details for daily procedure in the classroom, performance criteria, and evaluation criteria. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives for the unit are set out in the section on daily procedures in the classroom. Activities are given in detail in the main section of the guide. INSTRUCTIONAL MATERIALS: Materials are listed in detail in the main section of the guide. STUDENT ASSESSMENT: Student self-evaluation criteria and teacher criteria for evaluation of students are included. (MBM)

ED054107

Social Studies Curriculum Development Program

Unit II-A

The Agricultural Revolution

11th Year

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SP007279

To The Teacher

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include using problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

Social Studies in South Dakota
Grade 11
Unit II-A
Length 2-3 weeks

Overview

It is recommended that this unit be taught after the Civil War and the Industrial Revolution although it could be inserted at any time after the Civil War.

There are two natural divisions in this unit. The first is from the beginning of the Agricultural Revolution (1860) to the 1900's; the second, from 1900 to current times.

Throughout the unit observe how the agricultural problems of today had roots at the beginning of the revolution. Today's farmers face some of the identical problems experienced by farmers of the past. Observe how farmers tried to solve their problems through organizations and political parties. Which of their problems and what contributed to their prosperity? What can we learn from the activities of the past to help the farmer in the future?

The use of contemporary situations and contemporary materials will provide a more meaningful focus for this unit. Relate to state problems, to national situations, and to world problems concerning production, distribution and consumption of goods. Help students analyze South Dakota problems and their present conditions. Predict solutions by considering the place of the Great Lakes of South Dakota and their potential.

Steps for moving Social Studies Guidelines, K-12, to daily procedure in the classroom.

Step I Select several appropriate basic concepts from the six social sciences.

History:

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.

2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.

3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.

4. Acts and events have consequences (cause and effect). Causes are rarely simple. Consequences may be predictable or unforeseen; some are shortlived while others are long-lasting. A knowledge and understanding of the past is useful in meeting the problems of the present, but history offers no immutable laws or inevitables upon which to base decisions.

5. People tend to judge or interpret the past in light of their own times. Each generation seeks to rediscover and verify the past. The historical record is always influenced by the times and culture of the historian.

6. Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage.

Anthropology:

1. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

2. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting material and products.

3. Human beings are, in part, a product of their culture.

4. Cultural change occurs continuously and at an accelerating rate.

Sociology:

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

2. Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behavior in a variety of societies.

3. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

Political Science:

1. Society, through political institutions, resolves problems not solved by other institutions.

2. Democracy is a form of government in which decision making is in the hands of the people who make their desires known through voting, political parties, and pressure groups. Democracy seeks to protect the rights of the individual and those of minority groups.

3. The larger the society, the more the individual must rely upon group membership and representation to achieve his aims.

Economics:

1. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

2. Mankind is faced with decisions for production, uses of resources, goods and services, and the distribution of products.

Geography:

1. A human settlement, whether a single residence or business or metropolis, is related to other places which supply it or receive from it goods and services in a form of geographic linkage.

2. The nature and conditions of the earth influence people, but cultural achievements and the ability to think cause people to be able to modify the environments to suit their purposes.

Step II Translate the broad concepts into specific ones by using the content

1. Technological changes affect the economy and force their effect into the lives of people.
2. Agricultural problems relating to geographic and climatic conditions are universal.
3. Agricultural problems have not been resolved, but research has brought greater control by man.
4. When those with agricultural interests have organized, they have been able to compel others to give attention to their problems.
5. The culture of agricultural groups has at times emphasized differences between others in the national culture.
6. Today's mobility has caused differences among cultural groups to disappear.
7. Those with agricultural interest have sought to gain political support in the resolution of their problems.
8. Interdependence and cooperation among producers, distributors, and consumers is necessary for the success of each.

Step III Channel out of the concepts the general objectives that provide direction for the unit

A. Attitudes
   1. To create an awareness of the student's role in American society and a free economy.
   2. To open students to a sense of responsibility in understanding current problems in the economy of our nation and the world.
   3. To continue to build an attitude of tolerance toward the ideas and viewpoints of other people, past and present.
   4. To development a feeling of admiration and respect for those with the ability to create technological thrusts to improve the living conditions of those in agriculture.

B. Knowledge
   1. To direct and help students to gain knowledge by reading, listening, discussing, and writing about
      a. The rapid expansion of the American frontier.
      b. Cause-effect relationships between rapid expansion and agriculture.
      c. The vanishing frontier.
      d. How man in agriculture attempted to solve their problems.
      e. Cause-effect study of -- sociological, economic, political-- changes upon the farmer.
         1) Monetary influences and values
         2) Growth in population
         3) Application of scientific knowledge
         4) War
         5) Legislation
   2. To encourage students to internalize their learnings by unifying (synthesizing) their knowledge, by applying principles, by stating generalizations, and by creating new solutions to situations.

C. Skills
   1. To encourage students to
      a. Read widely, observe, listen, and become sensitive to ways of gathering information and relevant data.
      b. Recognize that there are various ways of looking at the same problem.
      c. Interview thoughtfully as a means of gathering information.
      d. Support one's own ideas with evidence.
      e. Organize data in order to present it logically to others.
      f. Gain appropriate and applicable vocabulary.

Step IV Refine general objectives into specific objectives to guide daily planning

1. To develop a deep understanding of the concept--agricultural revolution.
2. To identify, compare and contrast the historical developments and changes in agriculture in the United States and the effect upon other parts of the world.
3. To develop skills of gathering, organizing, interpreting data to make it applicable to the problems under consideration.
4. To create feelings of sympathy and tolerance for people who recognize their problems, face them intelligently, and work for solution or resolution.
5. To understand ourselves in an agricultural state in terms of world situations.

Performance Criteria

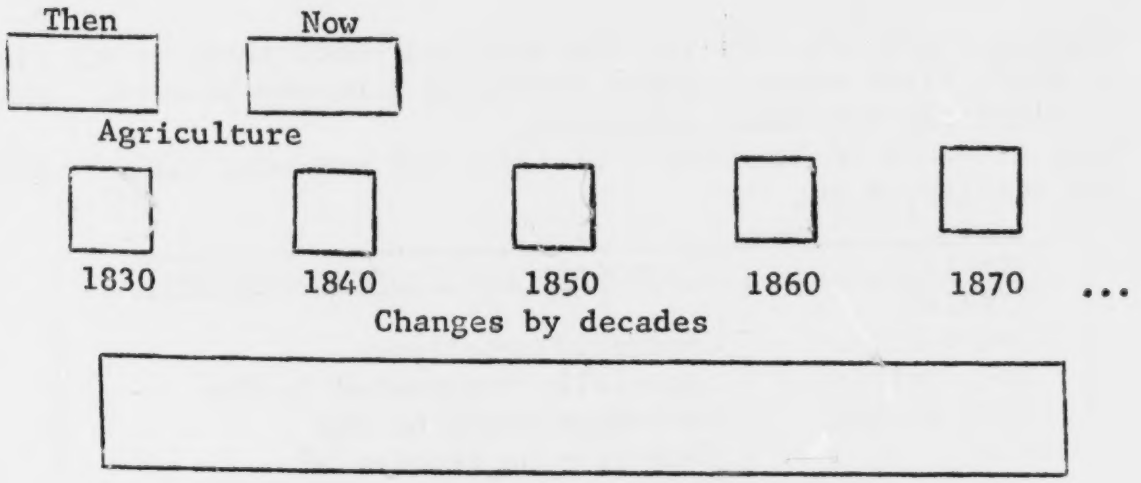
Each student will select a certain number of criteria to meet on basis of individual needs and ability and interest.

1. Prepare a bibliography for the unit and check those books (or portions) studied, films viewed, tapes heard, or pictures studied. Annotate the bibliography for handy reference.
2. Keep a record of learning activities and use some system of evaluating the quality, e.g.,

Materials	Viewpoints and Recommentations
3/19/69 Viewed Film "The Prairie Lands in the 80's"	Generally excellent Especially interested in the hardships faced by the farmers--the stories of the blizzards and their effects
3/20/69 Read Ch. 3 from United States History p. 76-89	Learned the purposes of The Grange in terms of social value to farmers
3/21/69 Studied Filmstrip "Development of the Reaper"	Not really historical Excellent captions

3. Participate in several groups to consider reactions to materials studied in common.
   a. Is this filmstrip worth showing to the whole class? For what purpose?
   b. How can we interpret the chart on p. ___ in _____(book) to give it more animation?
   c. Prepare a list of recommended trade or library books that are appropriate for the unit.
4. Plan (and execute) specifically to share information from many sources. Choose one or more.
   a. Report to the class on significant information gathered from several sources and synthesized
      1) TV simulation
      2) Panel reports
      3) Question-and-answer with classmates

b. Illustrate to the class some applicable data on changes in agriculture. Expand the periods of rapid change by some startling devices.



c. Debate some of the agricultural issues of today--perhaps from local level to international situations:

Resolved that waters from the Great Lakes in South Dakota should be used to improve agriculture in the state

Resolved that no restrictions should be put upon the free choice of farmers concerning what to produce and the quantities to produce

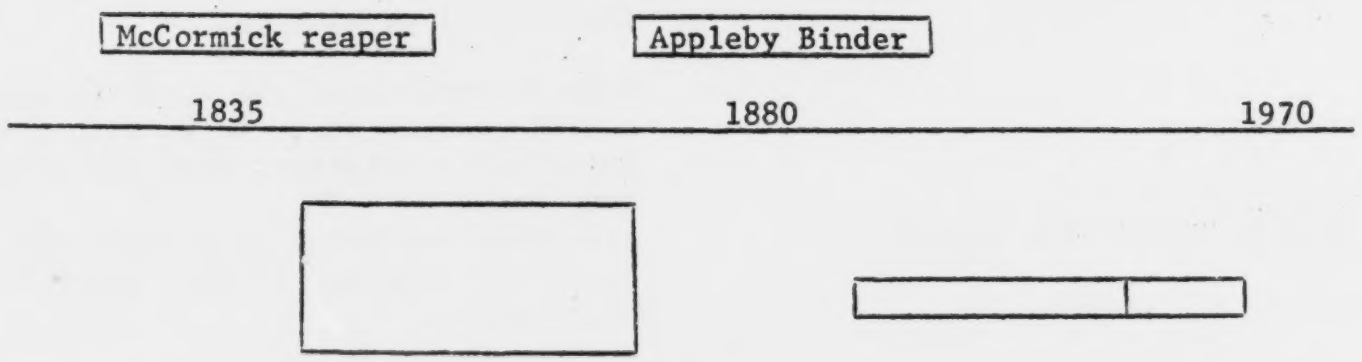
The quality of these contributions to class contribution must represent a broad intake of information from many sources. Evidence of sources must be documented. Content must be organized in a unity, not just pieces from each source. Information must be shared with enthusiasm and good taste. Each contribution is not "just a report" given routinely. Presentations are to show imagination and creative power. Use cartoons, tables, charts, graphs, pictures, portions of filmstrips or a film to illustrate points.

5. Learn and apply, orally, and in written summaries, all of the following words and phrases in contexts that indicate the meanings applied to rapid changes in agriculture.

agrarian
domestic and foreign markets
Department of Agriculture
research
surplus
mortgage
technology
technological advances
conservation
parity
marginal land
sub-marginal land
soil bank

Morrill Act
Hatch Act
The Grange
Granger Laws
Farmers' Alliance
Populist Party
Progressive Movement
Federal Farm Loan Act
Smith-Hughes Act
Agricultural Marketing Act
Federal Farm Board
Hawley-Smoot Tariff
New Deal
AAA

6. Compose a time line between 1835 and 1970. Write descriptive panels above the line to show causes of agricultural change. In panels below the line and to the right show the effects.



By selecting corresponding colors for causes and effects students might be better able to build relationships.

7. Collect and post current news on agricultural news and problems. Perhaps sections of State, Nation, World could be organized. Stretch strings to related situations. Perhaps one or two co-chairmen could keep this project alive during the unit.
8. Share related literature. Plan with the teacher of English and the librarian for a bibliography of literature pertaining to the period. Post or give a copy to each student. Encourage all, or at least one group of avid readers to discuss one or more books for the benefit of the class.
9. Write for information, brochures, and related publications. (Do this with a committee before the unit gets underway.) (Make these resources available by establishing a display table or rack.)
   a. Implement companies
   b. Department of Agriculture
   c. State University
10. Visit and interview a pioneer farmer or an agricultural representative in your vicinity. Have, first, a list of questions to ask or specific information you seek.
    Telephone, or write or talk with the person and set up an appointment for the interview. Follow up with a thank-you note describing how you used the information and the reactions of your teacher and classmates.
    Alternative: Ask the person to appear before your class. Make all arrangements for his appearance. Act as chairman to introduce him to the class.
11. Visit, wherever possible, a museum in your area and report some of the major exhibits in such a way that others will visit the museum, too.
12. Coordinate through a report or dialogue on related learnings made through 4-H or farm organizations to which you belong.

Content	Teacher Contribution and Direction
	From bulletin board, film, or discussion direct students to consider <u>revolutions</u> first and then their interpretation of the concept <u>revolution</u>.
Introduction This will be drawn from student experiences and observation.	Help students list the rapid changes, called revolutions. Begin with the political revolutions that are front page news. Ascertain knowledge of backgrounds and encourage students to keep the bulletin board alive.
	Spend a brief portion of each class period commenting on the news (causes, process, procedure, meaning, events, and possible outcome of the political struggles.
	The political struggles will run as a thread throughout the unit and be a focus for agricultural events here and abroad as the unit develops.
	Develop a working definition of revolution as applied to agriculture.
	Develop a major problem or two around which the class can plan their own bibliography of resources.
I. The American Frontier Subsistence farming to commercial farming.	MAJOR How Can We Assure Food to the Hungry People in the World?
A. The Westward Rush 1. Gold rush a. California 1849 b. Montana c. Nevada 1857-1860 d. Wyoming e. Colorado 1858 f. South Dakota 1876 g. Utah 1859 2. The supply businesses	MINOR PROBLEMS 1. How did we reach the point of not being able to feed the world's population? 2. Will the uses of technology or the products of science make it possible to feed all people? 3. Are the slowly-developing nations ready to move into modern technology or must they move ahead and then regress as we have done?

Student Learning Activities	Resources
1. Political revolutions 2. Biological revolution Transplants 3. Technological revolution Automation--Cybernation Applications to all areas of living; point out education, agriculture, distribution of commerce 4. Scientific revolution Medicine 5. Cultural revolution 6. Agricultural revolution Changes to be observed in South Dakota Make generalizations about revolutions. Formulate a general definition of the term revolution as it applies to agriculture. Give appropriate illustrations in South Dakota. Have a class "librarian" pull together all resources proposed by the class. I. Bibliography of available texts II. Library resources A. Reference books B. Trade books C. Atlases D. Picture collections III. Films IV. Filmstrips V. Resource people	1. The United States Since 1865 by Walter Johnson, Ginn and Company, (An excellent text for student research) 2. United States History by Richard N. Current, Scott, Foresman and Co., 1967, (An excellent text for student research 3. Viewpoints USA by Bernard Feber, American Book Co.,(Problem solving book--a discussion outline) 4. Avenues to the Past by John S. Bowes, American Book Company 5. The Age of Reform by Richard Hofstadter (Paperback for teacher or research) 6. American Political Tradition by Richard Hofstadter, (Paperback for teacher or research) 7. Our United States by Norman Cals; Holt, Rinehart and Winston, Inc.; New York, 1964. (Test for research) 8. The Agrarian Crusade by S.J. Buck, Yale University Press. (The volume of the "Chronicles of America" series covers the farm problem Chapters 3, 5,7.) 9. The Sod House Frontier by E. W. Dick, Appleton. (A study of frontier life on the Great Plains in Kansas, Nebraska, and the Dakotas. Chapters 21,11,34.) 10. Machines of Plenty: Pioneering in American Agriculture by S.H.Holbrook, Macmillan. (Historical study of American agriculture.) 11. The Great Plains by W.P. Webb, Ginn, (A fascinating study of the geography of the Great Plains, the growth of the Cattle Kingdom, and the life of cowboys, Indians, and farmers. Chapters 2,3,6,7, and 8.) 12. The Populist Revolt, by John D. Hicks

Content	Teacher Contribution and Direction
B. Settlers in open lands 1. Preemption Days 2. Homesteading 3. The town	4. What is the story of our agricultural development? 5. What are the predictions for our agricultural economy? On what <u>basis do we predict</u>?
C. Machine Farming 1. The reaper--Cyrus McCormick 1834 John Deere, steel-faced plow-1837 2. Kirby Patent Harvester--1834 3. Marsh Harvester--1870 4. Appleby Binder--1880 5. The header 6. Threshing machines (complete thresher and separator) a. J.I. Case b. Buffalo Pitts 7. The traction engine--1885 8. End-gate seeder 9. "Rotary drop" corn planter (Deere) 10. Buckeye hay mower 11. Double gang plow--1879	Provide copies of major and minor problems to each student following this teacher-pupil planning session. Plan some periods for reading, viewing, and listening--working with several resources for intake of information Allow time for interchange of ideas and the making of plans by groups who are going to cooperate on their learning activities.
D. Windmills	
E. Bonanza farming	
F. Expansion of the railroad 1. Farm-to-market transportation 2. Market-to-farm products to make life more civilized for the farmer.	
G. Role of the government 1. Research and education a. Department of Agriculture 1) Founded in 1882 2) Full department 1889 b. Morrill Act 1) Use of lands 2) Assistance to colleges c. Hatch Act--1887 Agricultural experiment stations	

Student Learning Activities	Resources
VI. Interviews	13. The American Farmer in Revolt by Dale Kramer, Hastings House.
VII. Tapes	14. The Emergence of Modern America, 1965-1878 by Allan Nevins, Macmillan
Post all references for students to see or make a duplicate copy for each student	15. The Farmer's Last Frontier: Agriculture 1869-1897 by Fred A. Shannon, Holt, Rinehart and Wiston.
Summarize and state the major and minor problems around which to center reading, discussions, and analysis during the unit. (A student may act as recorder while class is framing their working questions.)	16. The Heritage of America by Commager and Nevins, (Graphic picture of the influence of the frontier and a vivid portrayal of life of the West)
	17. Giants of the Earth by A.E. Rolvoag
Read information that is basic to all students in the class if this is available. Complete the defining of the major problems around which you will center your attention.	18. Shane by J. Schaefer
	19. The Far Western Frontier: 1830-1860 by Roy A. Billington, Torchbooks
Decide on resources available in the library or resource centers.	20. The Rise of Urban America by Constance Green, Harper and Row, 1965
	21. The Human Side of American History by R.C. Brown, Ginn, (A statement of Grange objective by its founder p. 186-187 and excerpts from Hamlin
Locate through related classes the content that can be useful, e.g., literature or science pertaining to agriculture.	22. Life in America, by M. B. Davidson, Houghton Mifflin, Vol. I, p. 272-293, 404-454 picture material and text about agriculture.
Decide on performances that you will give or products you will prepare as evidence of involvement in the unit.	23. The Sod-House Frontier by Everett Dick, Johnsen Publishing Co.,Lincoln, Nebraska, 1954.
Arrange a time schedule if working on group or individual performances or products.	
Collect information and gather data.	
Reorganize information into patterns or clusters that can be more meaningful, e.g.,	
The Effect of Windmills on Agriculture	
The Significance of the Colt Revolver	
The Tenant Farmer's Plight in Hard Times	
The Morrill Act and Its Meaning to South Dakota	

Content	Teacher Contribution and Direction
I. First reactions and problems of farmers brought by the early revolution A. Went into debt for new machinery B. Experienced surplus of production C. Quarreled over railroad rates D. Understood the meaning of foreclosure of mortgages E. Watched tenant farming system grow F. Lack ability to manage wisely in face of rapidly changing times	Allow alternate days or periods of time for study and/or "research" and discussions. During the latter, group chairmen can report to the total class on the progress of their work. Encourage the class to offer suggestions, add information, or ask questions that might compel a study committee to clarify their viewpoints or to gather further details or to probe more deeply into the issues.
III. End of the Frontier A. Indians confined to reservations B. Barbed wire sharpened conflict between agrarian interests and those of the herder C. Colt revolver made personal control of property possible D. Railroads grew in importance E. No new lands open to adventurous pioneers F. Dry farming, 1870-1880's	
IV. Farmers Organize and Seek Political Cooperation A. The Grange--1886 1. Oliver H. Kelley 2. Social life appeal 3. Worked for cooperative buying and selling 4. Tried cooperative manufacturing schemes 5. "Granger" Laws a. Regulated railroad charges b. Controlled grain warehouse charges B. Farmer's Alliance 1880-1890 1. Demanded more effective government regulation of railroads 2. Demanded the abolition of the national banking system under which private bankers controlled the money supply of the nation 3. Sought political reforms, such as the direct election of the United States Senators C. Populist Party 1889 1. Convention in Cincinnati 2. Meeting in Omaha a. Platform b. Presidential ticket	

Student Learning Activities	Resources
Alternate between working on the major problems that occupy all members of the class and the group and/or individual gains or production. During total class sessions raise questions or add information (from your study) that will help answer the major problem: How Can We Assure Food to the Hungry People in the World? 1. What is the world population? 2. Where are the underfed population? 3. Are there common reasons for underproduction? Or are there other causes that relate to hunger? 4. To what extent are the "have not" nations moving toward self-sufficiency in feeding their people? 5. What alternatives are there for feeding the people of the world? 6. A sign along a highway in South Dakota reads: "1 Farmer Can Feed 31 People". How many farmers are needed in the United States? If we have a surplus, how do you think it can be managed? Add questions to the list and encourage discussion among classmates.	Free Resources to order or inquire: 1. Local, state, and national Farmer's Union Offices or other local agricultural organizations. 2. Farm Implement Companies for literature of changing machinery or any information they may have available for your use. 3. A S C Offices 4. Union Pacific Railroad, Public Information Office, Omaha. Ask for anything for Agriculture and particularly the growth of agriculture. 5. U.S. Department of Agriculture, Statistical Reporting Service, Washington, D.C. Ask them to send any statistical data for development of Agricultural Revolution of the United States. 6. Gov. Research Bureau, Vermillion, South Dakota. Ask for information on the growth of Agriculture or any other information they may have concerning the Agricultural Revolution on through the depression and up to current times. 7. 16mm film "Agriculture in the U.S." (current) State University-Brookings.

Content	Teacher Direction and Contribution

D. Progressive Movement
   1. Reform legislation
   2. Benefits

V. Prosperity for Agriculture, 1900-1920
   A. Increase in value of farm products
   B. Increase in demand for farm products (greater population)
   C. Application of research principles to agriculture
   D. Growing effectiveness of Department of Agriculture
   E. Federal Farm Loan Act of 1916--low interest rates to farmers
   F. World War I demands for farm products
   G. Smith-Hughes Act of 1917

VI. Basic problems following turbulence of war years
   A. Hardships following affluence of boom economy
   B. European depression leading to need to grow own crops; demand for United States products reduced
   C. Increased prices of products bought by the farmer
   D. Increased taxes and interest charges
   E. Fresh thrust of technology approached

VII. Efforts of the government to balance role of farmer in the economy
   A. Agricultural Marketing Act, 1929
      1. Federal Farm Board created
      2. Agencies created to buy surplus
      3. Cooperative associations established to store and sell surplus
      4. Scientific efforts aided
   B. Howley-Smoot Tariff
   C. "New Deal" by Roosevelt
      1. Limited production by AAA
      2. Cash bonuses to limit production
      3. Effects of "New Deal"
         a. Net farm income cost
         b. Farm mortgage load dropped
         c. Importance of subsidies viewed
         d. Principle of "party prices" to stabilize farm income was established

Move through the unit with a plan to summarize work on the major problem and detail it into focus. Plan to ask for a final discussion or a final written essay question to compel students to organize and apply what they have learned.

Think about---
1. A hypothetical situation relating to the discovery of a new plant. Earth men are to organize a new economy with an understanding that all people are to be adequately fed. How will this be done?
2. Give a table of data on South Dakota

No. of people		
Wheat production		Surplus
Wheat consumption		
Corn Production		Surplus
Corn Consumption		

What do you recommend to be done about surpluses over a five-year period?

Prepare a schedule of all presentations to the class and <u>allow time</u> for each student to contribute what he can--to the class, discussion in groups, or as individuals.

Suggest to the class that as each contributes he is encouraged by
1. Supporting remarks made by others in the class.
2. Positive remarks expressing appreciation of <u>quality</u> of production.
3. Questions seeking more background information.

Student Learning Activities	Resources
Have a student group hold a conference with the teacher and work out some suggestions for summarizing the major issues involved in the unit.	
How shall we plan a final discussion--TV, panel, symposium, question-answer, interview...?	
What hypothetical situations can we create to stimulate our imagination as we apply our learnings?	
All groups who have prepared activities will design a time table to present themselves and their products to the class.	
If an individual selected any activity or learning experience, he will schedule his time before the class when his material is appropriate.	

Content	Teacher Contribution and Direction
VIII. Impact of today's technology	Summary
A. Corporation farming	
1. Combining of acreage	Pose hypothetical situation and ask students to write an essay in response.
2. Removal of sub-marginal land	
The Soil Bank	
B. Muscle power replaced by automation	
C. World-wide consciousness and conscience	This will provide some understandings gained during the unit and the application of personal growth, e.g.,
1. Starving peoples of the world	
2. Shipments abroad	
3. Greater efforts to plan ahead	Steve, a High School senior, is interested in owning and operating a farm. What are his chances of succeeding?
D. Role of agriculture understood more clearly by non-agricultural interests	

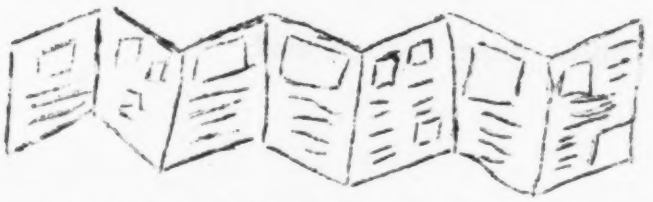
Student Learning Activities	Resources

Sign up your group, or for yourself, for time to present group or personal presentations to the class members or invited guests.

Plan precisely how you might share the kind of information you have gained during the unit:

1. A diorama of change

2. An accordion fold picturing and summarizing information:



3. A report with visuals

4. A demonstration

5. A debate

6. A panel

7. An interview type of summary

8. A film review and showing portions

9. A book review that shows social impact of agricultural revolution

EVALUATION

STUDENT SELF-EVALUATION

1. To what extent can I use a variety of resources for gathering information?

   a. Do I take notes in an orderly way?
   b. Do I organize after I have the information gathered?
   c. Do I recognize materials that are irrelevant to the problem under discussion?

2. What new words have I added to my understanding vocabulary? my speaking vocabulary? my writing vocabulary?

3. In what new ways do I perceive current happenings relating to agriculture?

4. Am I able to judge the speed of change occurring about me?

5. Can I make some sensible predictions about changes that affect me?

TEACHER EVALUATION OF STUDENTS

1. Observe behavior of students while using resources in gathering information. Why are some students incapable of succeeding?

2. What skills of organization are lacking?

3. Why are some students indifferent to content?

4. What concept of the word revolution does each student seem to have?

5. In what ways have students grown more sensitive to each other in working together in arriving at common judgments, in planning, in meeting controversy?

6. Give fact tests showing understanding of historic continuity and possible relationships.

7. Ask for essay-type responses to gauge maturity of expression and application of principles involved.

TEACHER SELF-EVALUATION

1. In what ways can I stimulate learning for the four students who did not become involved in this unit?

2. What motivation will guide students to independent study and learning?

3. If any products (charts, graphs, maps, tables...) are prepared in future units, will I be able to lead students to greater pride in excellence?

4. What did I not succeed in accomplishing in this unit that I must repeat in future units?

5. What is my direction for the next learnings for each student?